

VISIT...

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Tutor Teaching Tips

Lesson 7

MATERIALS

Game cards;
Game board;
Markers

Rhyme 5–8 minutes

Say the words *man* and *pan*. Tell the child that the words have the same sound at the end: /an/. Have the child say the two words. Ask the child to name other words that rhyme with *man* and *pan* (*tan*, *ran*, *an*, *Dan*, *can*, etc.).

Say the words *man/pan/bell*. Have the child repeat the words. Tell the child that the word *bell* does not rhyme with *man* and *pan*.

Say the following words one group at a time. Have the child repeat the words and tell you which word does not rhyme: *kite/might/mitt*; *hand/ran/band*; *cake/cat/rat*; *seat/feet/get*; *in/on/pin*.

Name each picture with the child: *bike*, *book*, *cup*, *face*, *fly*, *frog*, *snail*, *key*, *leaf*, *map*, *nest*, *peach*, *pin*, *sheep*, *snake*, *stick*. Mix up the cards and place them in a stack. Have the child draw a card, name the picture (tell the child if he/she forgets the name), and say another word that rhymes with the picture. If the child is correct, he/she gets to move the number of spaces along the game board indicated on the card. If the child is incorrect, he/she cannot move on the game board. Tell the child a rhyming word and have him/her place the card at the bottom of the stack. It is now your turn to draw a card.

Sound Discrimination: Initial Sounds 2–3 minutes

Say the following sentence slowly, emphasizing the /t/ sound, and ask the child to clap every time he/she hears /t/: *Ten teeny tiny turtles like to play tag with Tam and Tom*. Repeat with this sentence, emphasizing the /p/ sound: *Polly puts pins in pink peaches and purple pears*. Have the child try to make up a silly sentence using one of the sounds.

Say the following words: *tape/rack/rain*. Have the child repeat the words and tell you which two words start with the same sound. Then repeat the steps with the following words, saying each group one at a time: *best/bag/pump*; *sand/clap/circus*; *mouse/nail/nest*; *wall/wax/yarn*.

Blending Syllables 2–3 minutes

Say the following word by splitting it into two syllables, pausing between the syllables: *rab...bit*. Tell the child that you can blend the two parts of the word together to say the whole word: *rabbit*. Repeat the syllables and have the child blend them together to say the word: *rab...bit/rabbit*.

Tutor Teaching Tips

Lesson 7 (cont.)

MATERIALS

Provide the following words one at a time. Say the syllables and have the child blend the syllables together to say the word.

tutor: *al...most*; **child:** *almost*

tutor: *o...ver*; **child:** *over*

tutor: *sing...ing*; **child:** *singing*

tutor: *hap...pen*; **child:** *happen*

tutor: *nap...kin*; **child:** *napkin*

tutor: *mon...ster*; **child:** *monster*

Blending Onset and Rime 2–3 minutes

Ask the child to listen as you say two parts of a word and then blend them together: /b/.../ell/, *bell*. Say the onset and rime again and have the child blend the parts together to say the word (**tutor:** /b/.../ell/; **child:** *bell*).

Say the following words one at a time by splitting them into their onset and rime. Have the child blend them together to say the whole word.

tutor: /t/.../in/; **child:** *tin*

tutor: /p/.../in/; **child:** *pin*

tutor: /f/.../in/; **child:** *fin*

tutor: /d/.../in/; **child:** *din*

Then repeat with the following groups of words.

tutor: /l/.../ike/; **child:** *like*

tutor: /b/.../ike/; **child:** *bike*

tutor: /m/.../ike/; **child:** *Mike*

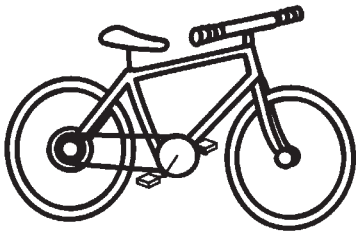
tutor: /h/.../ike/; **child:** *hike*

Optional Listening Activity

Read the book *Fox and Frog* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /f/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? Where did Fox and Frog want to go? Did they get there? Where did they go at the end of the story? Why?*

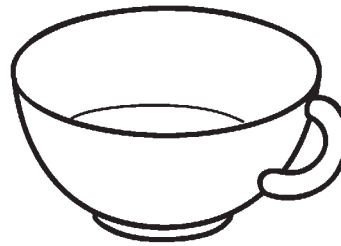
Read-aloud
book



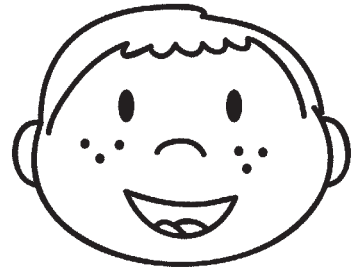
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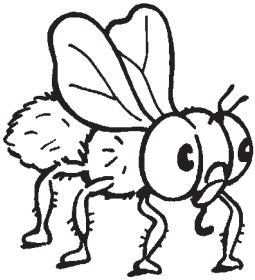
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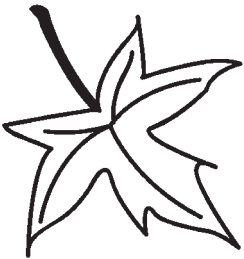
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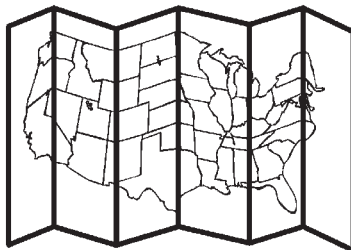
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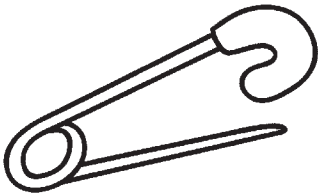
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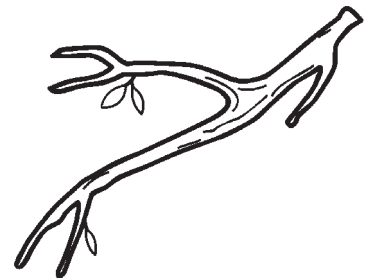
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